WELLESLEY NEWS

Vol. LXII | WELLESLEY, MASS. OCTOBER 14, 1968 | No. 5

Wellesley Terms Upward Bound Dependent Upon Federal Money

by Lindsay Miller '69

A specific proposal for an Upward Bound program on the Wellesley campus for next summer has been submitted to Miss Ruth M. Adams, according to Phillp Phibbs, executive assistant to the president.

The proposal calls for the expansion of the current program at MIT to a coeducational and residential summer program at Wellesley. The proposal, in memorandum-form, comes from Dr. Louis Menand, director of the Upward Bound program at MIT. At Miss Adams' request, Dr. Menand drew up the memorandum of issues involved in a joint program. He submitted the proposal in September.

Members of the May 8 Committee did much reading and research this summer about various programs (Upward Bound, Headstart, ABS, SEEK), according to Phibbs. Dr. Menand was asked to speak as a general consultant at the Aug. 1 committee meeting about compensatory education programs in general.

In his report, Dr. Menand cited the fact that in 1967, 79 per cent of the 4,800 students in Upward Bound programs had been admitted to college. Of these, 72 per cent were in good standing by the end of the first semester.

Dr. Menand said that he felt that few of these students had been admitted on their own merits, but rather admission resulted from a conscious decision on the part of the admitting institution. Dr. Menand also pointed out that in a venture of this sort there is a great danger of "white-washing" and "middle-classifying." The institution must be prepared to let "kids turn themselves on," must forget "middle class values" and concentrate on "human values," such as honesty and understanding.

To the question, "How does a student react to special programs?", Dr. Menand told the committee that this is not a problem as long as the institution is frank with the students. It is important for students to be able to find a niche. He felt also that students prefer to be admitted as matriculating rather than non-matriculating students unless they are part of a special transitional year program. He stressed that it is important to remember that students in Upward Bound programs set vocational goals; education to them means a job.

Lastly, Dr. Menand told the committee that he favored participation by Wellesley in a program, such as Upward Bound, which provides a direct service to a segment of the population it does not now serve.

"Dr. Menand gave us a very objective and comprehensive view of the possibilities open to us," said Phibbs. "After the meeting, Dr. Menand called Miss Adams in his capacity as director of the MIT Upward Bound program and pointed out the feasibility of working with the existing program at MIT. From this conversation came Miss Adams' request for a memorandum with the specifics of the proposal."

What is the next step in getting the program established?

"As soon as we hear of a positive response from Wellesley about the general proposal of a joint program, I hope that we have a thorough investigation on both sides," explained Dr. Menand. "That means studying MIT's interest and what it can do, Wellesley's interest and what it can do.

"My own view is that we on the MIT side could profit by the association," continued Dr. Menand. "The faculty committee of MIT's Upward Bound also agrees that this would be in the best interests of the program, and the kids very much want a residential program and at Wellesley."

Is there a time pressure?

"Yes, in fact, there is," said Dr. Menand. "Applications for refunding and applications for new programs are due January 3. If Howard Johnson and Miss Adams do agree on this as a joint project, the question then will be how best to make a joint appeal to Washington for funds.

"Time is growing short, because it would take a month or more to get such an appeal written," said Dr. Menand. "Nonetheless, I have detected no reluctance on the part of Miss Adams to effect this program. She was very anxious for me to present my memorandum, and this I take for a very good sign of interest."

Getting the federal funds for an expanded program will be a determining factor in whether this plan goes through, according to Mr. Phibbs.

"Upward Bound is funded by the federal government," said Mr. Phibbs. "The November election may make uncertain the future of programs such as Upward Bound."

Another problem cited by Dr. Menand in connection with OEO funding might be a reluctance to devote further resources to the Boston area, which already has eight Upward Bound programs.

(Continued on page 4)

To the Wellesley College Community

The events of the past week — Monday's All College Meeting, Tuesday's noon rally and evening Senate meeting, and the coverage and analyses of these meetings in News — have indicated with greater clarity and scope than have been displayed until now that a sizeable segment of our community wishes not only to talk about the College's responsibility to minority groups but also to do something.

This is the correct posture. Recriminations against persons or past history are both cruel and futile; energy is better spent in constructing a future.

I am writing to the members of the Board of Admission urging a change in admission procedure and policy (see page 3). I ask the community to join me in a special drive, to be conducted under the sponsorship of the College and through the agency of College Government, to raise money for a fund to provide scholarship aid for students whose natural ability and strong motivation make them capable of a successful college career at Wellesley but who could not, under conventional admissions procedures, gain admission. This drive should be held during the current academic year.

I hope all of you will join me in directing your contributions to this fund.

Yours sincerely,
Ruth M. Adams, president of the College

Committee Of May 8 Offers Report Of Summer Progress; Letter to Ethos and CG President Now Shared With Community

Ed. Note: Below is the report of the May 8 Committee sent to the members of Ethos and to the President of College Government on August 5, 1968.

Members of the Committee established by Miss Adams to implement the demands made by Ethos in May have been working through the summer. Although the student members of the Committee have only occasionally been on the campus and able to attend, the Committee has met on a regular weekly basis with Miss Adams and other members of the administrative staff. We would like to present you an interim report on our activities and progress to date. A final report will be made to a wider public at an early date.

1. Student Recruiters and Admission

The three members of Ethos who have received summer appointments as recruiters in the Admission Office began work on June 17. Under the direction of Miss Clough, the girls began researching information about Upward Bound and summer programs at which secondary school students might be congregated during the summer. Mr. Charles McCarthy of the CPEO organization offered his assistance and the facilities of his office to one of our recruiters and Alwin Wardlaw was sent to New Haven where she spent a few days in anticipation of establishing a Boston regional office of CPEO. The recruiters visited local organizations active in working with disadvantaged and minority group students such as The Bridge Fund, the NAACP office, COPE and the office of Harvard University's Upward Bound Program. The Bridge Fund invited the recruiters to talk with students enrolled in their Upward Bound Program at Bradford Jr. College. Other visits were made to the Northfield Upward Bound Program, Mt. Hermon Liberal Studies Program, the Andover summer session, the Clark University and Brandeis University Upward Bound Programs. In addition, the girls held interviews with a number of sophomores and juniors from Roxbury and have recently made recruiting trips to Washington, Baltimore, New York and Chicago.

As the work of the summer recruiters and the staff of the Admission Office progressed, it became increasingly apparent that the kind of student prepared to enter a school comparable to Wellesley in September of 1968 had already made college plans. Directors of schools and organizations with which we have been in contact confirmed this, and of the approximately 150 inquiries resulting from the letter sent to over 3400 schools and 300 organizations, only nine applications were actually completed and none of the credentials presented have met the standards of admission. Although the immediate picture is discouraging, the more important and far reaching consequences of these activities give us good reason to be optimistic. The recruiters report that the prospects look good for applications for the Class of 1973 and they believe that the work of the summer will be beneficial not only in the increased number of black students at Wellesley but also in the improved image which the College presents to inner-city schools and students.

The Admission Office is continuing the search for a full-time black staff member whose primary re-

(Continued on page 3)

Brandeis Acts With Success

by Mary Enterline '70

Martin Luther King's assassination last April made many people think, but only a few have acted. Among those few is a committee of faculty members at Brandeis University who in five months planned, financed, and instituted a Transitional Year Program (TYP) for disadvantaged students. By raising $95,000, finding faculty, and recruiting 26 "educationally impaired" students, they succeeded in making their program a reality this September. The initial thrust of money came from members of the faculty and administration.

Faculty Gives Money

William Goldsmith, professor of politics and newly appointed special assistant for student affairs and adviser to the president, who founded Upward Bound at Brandeis, served as chairman of the Faculty Committee for Disadvantaged Students which was established last April. Goldsmith told the faculty and administration that unless they did something "unusual" there would be no funds.

The faculty and administration responded to the challenge by contributing $16,500 to date. Contributions, which have averaged $120, can be checked off from salaries on a monthly basis. Students started a fund drive much later but raised $780 from 77 students.

Agencies Follow

Crediting the initial faculty and administration donations with sufficiently impressing other prospective donors, Goldsmith reported, "both the Office of Economic Opportunity and the Zale Foundation were so impressed that members of the Brandeis faculty and administration were making their own contributions that they reversed earlier decisions for the year, and made this grant at an extraordinarily late date. The OEO, had, in fact, turned down several earlier requests of a somewhat similar nature."

OEO granted $44,000 and the Zale Foundation from Dallas, $30,000, while other grants totaled $5,000.

Summer Recruitment

Students were recruited in various ways, according to Mrs. Carolyn Dean, assistant to the director of TYP. In response to the demands of the Afro-American group on campus last spring, the admissions office added five black students as summer recruiters. "We benefitted," Mrs. Dean commented, "because these recruiters also publicized our program. They visited Upward Bound programs throughout the nation. . . . Upward Bound and other agencies recommended students. Not more than six had any previous contact with Brandeis."

"The majority of students are from Upward Bound programs. The others should have been, but Upward Bound hadn't found them," Goldsmith commented. "One half are graduates of high school, and these mainly with commercial courses. Some dropped out as early as primary school. Two are married, and 23 are black. Due to a lack of dormitory space, no women were admitted this year, but they will be next year."

Goldsmith pointed out that normal recruiting has its limitations because colleges fight over the same students and get nowhere. "TYP was designed for students with no place to go," he explained. "Many are real college material but the system turns them off. We're trying to get to them.

"These students are all on the ball, but educationally impaired," he continued. "It may take a couple years, but we're willing to stick it out." All TYP students are guaranteed admission to Brandeis, but if they should decide to go elsewhere, the committee is pledged to help them be admitted elsewhere.

Transitional Year

Students take four courses: one regular college course for credit, a math-science remedial course, an English composition and literary analysis remedial course, and a seminar on contemporary problems taught by Jacob Cohen, professor of American studies and director of TYP and Upward Bound. TYP faculty come from the regular Brandeis faculty. Brandeis students serve as tutors. They meet with the students a minimum of four to five hours a week," explained Mrs. Dean. "It's very personalized, and they're expected to help the students with their work and to keep tabs on them. We expect a tutor to inform us if his student is losing interest.

"I feel very confident about this program. If it works, and I don't see why it shouldn't," Goldsmith stated, "it will demonstrate to other universities what they can do."

Incipit Vita Nova

At least once in every girl's career at Wellesley, she must ask herself what she is doing here and what she is or is not gaining by her education here. And once she asks these questions, she cannot then turn her back, leaving them unanswered.

This special issue of *News* has been devoted to questioning Wellesley as an institution, not only as it affects the students here, but as it responds to the larger issue of the whole world. A minority of students have expressed their struggles in confronting their education at Wellesley and have offered concrete proposals which deserve the attention and consideration of the entire College community. Every individual on this campus is called upon to do the same at the All-College meeting on Tues., Oct. 15, at 4:15 in the Chapel.

Yet, there is an idealism in these proposals—and idealism which challenges Wellesley College to channel the potential and resources it commands to make the proposals functioning realities. The entire community must meet this challenge of education 1968, it must take the initiative to make commitments to meet the demands of today and beyond. Honesty and trust must be established among all members of the College and a willingness to critically re-examine present policies in terms of broader concerns is desperately needed.

Wellesley College may indeed be termed "culturally deprived" if the present imbalance is maintained, if the ivory tower existence is perpetuated, if social interaction beyond the limits of this pastoral community is not encouraged.

"We recognize of course the difficulty of immediately remedying such deficiences as the paucity of black teaching and administrative personnel and of appropriate courses and counseling for all students, but the indisputable fact of alienation of our black students, with all that the fact entails, makes a more active and creative search for solutions particularly urgent." (Cox Commission Report, *New York Times*, Oct. 6, 1968)

We urge students and administration to consider the implications of that report for the College. Wellesley today is still far from the total breakdown that threatened to destroy Columbia. Yet, the disease is here, now. And now is the time to cure the disease, not merely allay the symptoms. If Wellesley wishes to avoid either stagnation or disruption, then let it act.

If the avowed goals of this institution and of liberal arts education in general, are to have any credence, then change and willingness to work for change must be the keystone of all administrative and student action. Wellesley's social obligation must become one of initiation, not merely imitation. "Non ministrari, sed ministrare" is a worthy ideal; but first Wellesley must make itself able.

No Time to Compromise

This is 1968. And Wellesley's role, Wellesley's renewal and her responsibilities seem now to beg for definition. While the issues are immediate and this Monday's issue of *News* a special one, the *News* committment to the growth and expansion, change and redirection of this College and of its people is a continuous one, and one we *will* reiterate. We make these specific proposals:

(1) *A forward-looking, flexible and professionally-directed program of compensatory education that will be developed and implemented immediately.* Inherent in programs of this nature is a philosophy that capitalizes on the flexibility and individual attention that characterize a small, liberal arts campus.

We envision and expect a Summer Program—one that can grow with or from a residential Upward Bound Program into a viable preparation for the academic excellence demanded in this College. A full-time Upward Bound administrator is going to be necessary, as is the commitment and involvement of large portions of the students and faculty.

Compensatory education continues, however. Several schools employing several tactics are working with their so-called "risk" students to make valid and worthwhile the concessions made to get "different" students in; to emphasize that academic excellence has not been demeaned; to prove that a compentent institution can measure potential in terms of quality as well as credentials.

Five-year allowances will be just as necessary —and proper—as three-year allowances. Competent advisors will become more crucial—not just to "new, different" students, but to *all* students. Terms of matriculation will become more flexible —so that all students can alter a course load, so that *all* students can be free from competitive grades; so that *all* students will have the freedom and mobility to study here, to learn here, to share here, but also to leave here, and then return. Leaves of absense, greater use of pass-fail options, a relaxation of semester-by-semeter requirements, and an intensified and effective advising system are the minimal requirements from which to build a better educaton for both those who do and those who do need compensatory education (e.g. special training, more frequent tutoring, more patience, guidance, and instruction.) Wellesley *HAS* the facilities—the intimacy and the interest—she should now have the desire and the will to step forward into a realm of education that is at once meaningful and necessary.

(2) *An all-inclusive revision of the Admissions policy, objectives, application, and board.* Foremost in this admission revision is the abandonment of the conventional indices. Reluctance to replace grades and Board scores with a more meaningful because of sheer uncertainty is inexcusable. Other comparable schools have accomplished this much—they have enlisted communities and ghetto leaders; they have hired professional recruiters to look beyond the credentials to the qualities and desires of students who otherwise would not be interested in Wellesley, thinking Wellesley not interested in them. Recruitment must be a sincere, intense and far-reaching undertaking. A lack of know-how, or an unwillingness to solicit, are excuses that are simply unacceptable to persons concerned with the future significance of this College.

Additionally, the role of recruiter must no longer be assigned to alumnae. This seems evident—but let us insist that we are moving beyond the "type" of Wellesley current alumnae have known; we are demanding a professionalism in our recruitment and in our interviewing that cannot be expected of alumnae. Geographical distribution of the kind they can accomplish does not contribute to the diversity of this campus.

Hand in hand with the recruitment process is, of course, Wellesley's required and important interview. We urge the dispersion of several full-time officials of the College throughout the country to interest people in and recruit students for Wellesley—to interview sophomores and juniors and to interview the applicants, and to cull from this interview a sense of each girl's potential and interest. The interview is a critical part of the application process it is here that what the individual has achieved can be made secondary to what she can become. It is here that the College can learn what the application form will never tell about a girl—her motivation, interests, intellectual curiosity—the list is endless. Attention must be paid to the individual differences of all students as we work for improvement of the entire academic program.

The Admissions Policy of the College stated in any public documents is simply anachronistic. We request a revised and publically-stated policy that will articulate a vision of what this College is and what an incoming class can be—we seek NO quotas, NO cutoff scores, NO pat phrases on recommendations, NO maternalistic protectionism; but rather an intelligent studied analysis of each student's competence as she demonstrates it, *in her own terms*. With such a policy, we would expect a changed application form. We also consider the preliminary health form unnecessary, and the criteria sought often questionable. One further elimination we deem necessary is the question about Wellesley relatives and friends—there is no reason for it.

Consistent with these changes, is a re-appraisal of the Board of Admission—its composition and it task. We ask that a student take part in all deliberations and votes of the Board, in part to ensure the consistent pursuit of the policy—in part to keep vocal and relevant the student point of view. A senior—or several seniors—can maintain the confidence demanded in this process in that they will not be participants in the community when the new class enters. This student role is an important one, as it exemplifies the students' vested interest in the institution, and the students' ability to act in policy-making capacities. It demonstrates a trust and confidence in students that we shall continue to demand. Student representation on policy-making committees should be all-inclusive and widespread.

News' two-part proposal encompasses many more than two facets of Wellesley College. We hope we have made clear our desire for pervasive changes in structure, policies, programs, and attitudes—and our belief in the viability of what we sugest. The studies we have made seem to indicate that the very best colleges and universities have more latitude in choosing students. We consider Wellesley among the best, and ask that she exercise the necessary flexibility—not at the expense of existing academic excellence, but for its continued betterment.

And let Wellesley extend also—to make the College attractive to a wider range of minds and interests. We ask greater relation to the so-

(Continued In next column)

cial context we realize is so important. We see immediate possibilities in more-competitive faculty salaries, cooperative housing, off-campus housing, greater faculty exchange and interaction, encouragement for year-long student exchange programs, and more extensive sharing of resources and facilities in the Boston area. This would be only a beginning—but it is an important and vital commitment that Wellesley as an educational institution in a society frought with change must be willing to make. We doubt that Wellesley can afford to compromise.

The Reader Writes

On BLACK Pride

To the Editors of News:

The terms "colored" and "Negro" have unpleasant and degrading connotations for Black people today. We realize that the majority of the faculty and students has long associated itself with Afro-Americans exclusively in a master/servant relationship, and may find it difficult to adjust to a more equitable arrangement. However, we ask them, when speaking to us, to refer to us as Blacks or Afro Americans, and NEVER as "colored girls," which alludes to latter-day Prissys and not proud Black women.

Ethos

Specific Proposals

To the editor:

If we, as Wellesley graduates, are to effect significant improvement of the social inequities which surround us, we must first experience direct involvement in the problems of discrimination, unfair housing, and shoddy education. We must know first-hand the subjective points of view of the people who experience this kind of living. We must see how government officials on all levels are approaching these problems and what they are doing about them. The College itself should reflect the necessity of action in the solution of the problems. All this constitutes the kind of education which should be, but is not an integral part of four years at Wellesley.

Recruiting Black students for admission to Wellesley would be a significant widening of educational opportunities for every student if we:

a. send student and recent graduates as recruiters and interviewers

b. have the closeness and collective effort of co-op dorm living

c. set up an advisory system with as small a faculty-student ratio as possible

d. have the option of electing a complete pass-fail program to reduce the pressure of grade earning despite the quality of the educational background

e. increase the freedom of majors' requirements to allow for more or less specialization in a department

f. grant leave and give credit for group or individual student projects

g. establish an urban-suburban institute; a forum of politicians, professors, townspeople, and students to evaluate and act on the responsibility of the suburbs to the problems of the city

h. invest college funds in ghetto housing

Radical Christian Movement
Kathy Wessling '70
Nancy Scheibner '69
Susan Andrews '71
Meg Douglas '69
Joy Fassett '71
Eva Murphy '69
Gail Richardson '71
Mary Bolton
Pam McLucas '69
Mary Ann Burge '70

A Crucial Change

To the editor:

A vital revelation occurred to the students present at last Monday's All-College meeting. As we listened to the reports and comments of the May 8th Committee and the administration, we suddenly realized that the speakers were totally unaware of the profound change asked of Wellesley as an educational institution.

As it is now, Wellesley admits predominantly upper middle class young women. The College values good high school grades, high board scores — in short, an impressive record of achievement. These admission standards severely limit the kind of student accepted, and consequently the "Wellesley girl" spends four years with her middle class values in ignorance of a multitude of other life styles. We do not feel this lack of exposure can qualify Wellesley as a truly educational institution.

The students at the All-College meeting, however, were not simply asking for the expansion of the admission policy. More profoundly we hoped for a completely new concept of learning — one in which the diverse types of students would learn from each other's values and respect each other's uniqueness. Instead, we heard plans 'to bring students with deficient backgrounds up to Wellesley's standards.' We felt our black sisters' pain as again and again their dignity was defaced.

Wellesley cannot exist in the present upon the values and token gestures of the past. We feel that the demand for a crucial change can no longer be ignored by the community.

Mary Lynn Cox '69
Lillian Miller '69

Earnest Desire?

To the editor:

I propose that Wellesley's dilemma in the face of the Ethos demands results from the fact that Wellesley is a basically white institution that has not decided whether or not it wants to change. Wellesley was founded in the tradition of European universities. The values it stresses are those of the white peoples. To Ethos' statement in its October 10th letter to the editors, which says that Ethos "will not smilingly accept the idea that the existence of two different cultures calls for the superiority and more Wellesley-like qualities of the lighter one," I reply that the white culture is not superior, but is indeed more Wellesley-like, since it is the values of the white culture which Wellesley seeks to foster. The Board of Admissions only reflects these values. If Wellesley wants more blacks in the student body, it will have to modify its values.

A new emphasis on black culture at Wellesley would be a development at least as radical for Wellesley as a change to co-education and ought to receive as much serious deliberation. If the College decides that such a revision in attitude would be desirable, it must then plan the best means of implementing the new policy. A major decision must be reached, for attempts at change will end in frustration and failure unless change is the earnest desire of the College.

Louise Bedichek '72

NEW PROPOSALS

The May 8 Committee is proposing a number of recommendations to the college, according to a spokesman for the committee Friday. An announcement of these recommendations will be made sometime this week, and a complete report will follow in the subsequent issues of NEWS.

WELLESLEY NEWS

Owned, operated, and published weekly on Thursday, September through May inclusive except during Christmas and spring vacation during examination periods by the Wellesley College News, offices in Billings Hall, Wellesley College, Wellesley, Mass. 02181. Telephone 235-0345 and 234-0320, extension 270. Circulation 2500 to students (included in tuition) and to faculty, plus 500 subscriptions. Subscriptions $5.00 per annum; Second class postage paid at Boston, Mass., under the act of March 8, 1897. Represented for National Advertising by National Advertising Service Inc. The opinions expressed in this newspaper are not necessarily those of the Administration.

Senior Urges Change in Attitudes on Campus

by Kris Olson '69

Many beautiful events took place in the course of Tuesday night's Senate meeting, not the least af which was Miss Fleming's admirably open and sincere sharing af her thoughts from the past twenty-four hours. Yes, Wellesley girls were eloquent and passionate in articulating their views of what would revitalize Wellesley and make it a more relevant environment in which to spend "four crucial years." However, I left the meeting with the uneomfortable feeling that somewhere someone had devisted slightly from the issue at hand.

Once again, I feel, there wos a certain lack of sensitivity on the part of most of the people in Room F. While spokesmen enthusiastically got earried away with the ides of a Wellesley with meoningful admissions requirements and no maximum mojor, they could only leave the black students in the room with the impression that there had been a lorge avoidance of the issue—a side-stepping of the matter primary to their being heer. It was supposedly to discuss this issue that so many people attended, forcing the meeting to be held in a larger room.

Most Wellesley administrators are incredibly adept at accepting constructive criticism and in some way, by that very acceptance thinking they have made a substantial move. The prevailing attitude seems to be "Look how fine lt is that we recognize these things and can talk about them!"—and then it is so easy for nothing to come forth from these discussions.

To act like a democracy in process is not enough; it is only in realizing democratic goals that the value of the system is established. And so I was deeply distressed by the tone which the closing remarks gave to the meeting—it wos as though we were patting ourselves on the back for having envisioned a livier Wellesley, and then everyone gave a sigh and filtered out the door with good intentions and batteries chargcd to meet another week.

My purpose is never to demean the efforts of those who consciously work to implement change. One can only meet the charge of "negativism" with one demanding reallzotion—someone has to keep reminding people that what has been done or is being done is not enough. Ethos has accepted more thon their share of this responsibility to date. The predominont tendency of people responsible for leading an institution is to stabllize its structure nnd perpetuate a moderately tolerable status quo. Institutions commonly move lnches when the goal set is miles off. This nation has finally come to see that tokenism is not enough—that gradualism is not enough. When will Wellesley College see that good intentions and even the formation of good policy is not enough, unless there is an obvious, strong will that produces results?

I believe that I am aware af the mechanics involved in the operation of this institution and others. I also believe that there are ready examples af elements within the college administration which obstruct effective responsiveness. With more thonghts along these lines, I have requested to be appointed to the Structural Revision Committee, where lt will be immediately possible to come to terms with these problems and not merely speak to them.

Finally, I would like to emphasize that there are two definite forms of racism, plus other "confusions" or "modes of speech" which have the veneer of this ugly phenomenon if not the substanee. It is easy to spot the blatant examples of individual racism where unconsidered attitudes are vented. But it is institutional racism which is the more lnsidious brand and difficult to confront. At this point, I would like to answer the bewildered question that has been asked so many times: How can you say that Wellesley is racist?

Individually, it's when our black sisters have to hear themselves referred to as "colored girls" or simply "them." It's when the three black students who were hired to recruit during the summer could be insulted by an employee of the college leaping out of a truck and calling them "Sapphire." A certain head of house remarked last year upon hearing of Ethos' demands: "Does this mean that more of them will come and they will always sit at their table and take over the dorm?" It's when someone makes it clear that she expects them to be patient or grateful for all we've done in the past. It's when a bell-girl sees a black man walk in the door and says: "Oh, you must want so-and-sa." It's when educators and students use the terms "culturally deprived" and "difference in life-style" to describe their backgrounds. I know individuals can provide countless other examples gleaned from discussions of the riots, or Wallace or "what Ethos will do next."

Institutional racism is a more difficult phenomenon to pin down. Often it is not through immediately malicious motives, but is rather on effect of a cummulative and unexomined policy. It's when one black girl is in the graduoting class of 1968. It's when, after spplying for a job which officials are supposedly committed to fill, an interested applicant is never agsin contacted. It's when members of Ethos orc subjected to long hours of frustrating meetings and met with "red-tape" hangups at every turn. It's when Wellesley has to waste years considering "risks" that different students pose or that summer programs would impose. It's when an all-college meeting precipitates a walk-out of its black members.

By allowing the meeting of Oct. 7 to happen without protest or even worse, by not taking steps to ensure that there will never be s similar incident in the future, we are all passive racists and active contributors to the future of institutional racism. To paraphrase Burke's famous statement: All that is needed for the forces of evil to win in the world is for enough good men not to do enough!

May 8 Committee Recommends Board Revise Admission Policy To Include New Indices for Interpreting Potential of Applicants

Ed. Note: The following is a draft of the letter of Sept. 23, 1968 from the Committee of May 8 to the Board of Admission.

The Committee of May 8 recommends to the Board of Admission that the Board promptly develop procedures to ensure that some candidates for admission who have high potential but who, because of inadequate educational opportunity, may not be able to meet conventional college admission standards are offered admission to the College in the Class of 1973.

The Committee believes that the real academic standard for admission to Wellesley College has always been indication that the applicant has the potential to carry successfully the academic work required for graduation. The indices conventionally used to judge such potential have demonstrated considerable reliability for the groups for whom the indices were primarily designed. They do not, however, appear to have the same reliability for students who come from inner city and rural schools. The Committee believes, therefore, that it is now necessary to go beyond the conventional indices in respect to applicants for admission whose educational experience has been such that they cannot be expected to meet conventional college admission standards.

The Committee has received suggestions that the potential of such students can be identified by going beyond their formal secondary school records, class rank, and test scores and employing intensive interviews with the applicants and with teachers and others who know them well. There are other techniques of evaluation that may be used. The Committee recommends that the Board investigate possible techniques of evaluation and employ any that seem likely to be helpful in evaluating applicants for admission whose educational experience has been such that the conventional indices do not reveal their true potential.

The Committee is strongly of the opinion that it would not be in the interest of anyone—least of all of students who have had inadequate educational experience to lower course standards or degree requirements. The Committee recognizes that it will be necessary to develop means not now available in the curriculum of the College to enable these students to realize their potential. The Committee has discussed a variety of means that might be used to achieve this end, and it will soon present recommendations for consideration by Academic Council and officers of the College.

President Urges Admission Change

Ed. Note: The following letter was sent by Miss Ruth M. Adams, President of the College, to the members of the Board of Admission on Oct. 11, 1968.

I urge the Board of Admission to act affirmatively on the recommendation concerning admission of unconventionally qualified students presented to it by the Committee of May 8.

It is my belief that Wellesley has not yet tapped a great source of students who would be totally capable of a successful undergraduate career at the College, but who could not, under conventional admissions criteria, qualify for admission. I contend that the College can find and bring to Wellesley students whose natural abilities and motivation are indices of success but whose educational experiences do not provide them with conventional academic identifications for success. I assume that the majority of such students will be black, but this admission program will not be limited to black students.

I do not underestimate what this demands of the Board of Admission. Finding such students will require many hours of personal interviewing including — I hope — visits to the campus by the young women whom you can identify as potential for such a new pattern of admissions.

May I urge that you work to include in the Class of 1973 twenty-five such uniquely qualified students.

Miss Clough Discusses Frustrations of Summer Recruitment

by Barbara Furno '69

When Miss Barbara M. Clough, Director of Admissions, returned to Wellesley on June 6, 1968, from her trip, the May 8 Committee had been created and its goals formulated. As a member of the committee, and as Director of Admissions, Miss Clough was particularly concerned with the first proposal in the May 8 agreement to Ethos' demands. This asked for a recruitment of 20 additional black students for the class of '72, and an increase, and change, in the recruitment patterns for black students in general.

"I felt it would be very difficult to find 20 girls under the ground rules established and announced, which included taking only girls who had had no plans for college beyond high school, raiding no colleges, and respecting the Candidates' Reply Date. It was a difficult task because I was sure in my conversations with organizations, in searching for black students, that girls qualified for Wellesley had already made college plans."

By the end of the summer, one additional black student for the class of '72 had been found, and one additional Waddell Scholar. Miss Clough was pleased with the moving of responsibility for the Waddell Program ta the Board of Admission. Discussions about the change of that program (now including the possibility of one year of post-graduate program, with the further option of a second year to obtain the M.A.) had been started in March of 1968, before the May 8 proposal.

In regard to her expectations of the May 8 Committee, Miss Clough stated that she knew the difficulty of the task confronting the Admissions Board. The major operation in Admissions last summer was the first demand of Ethos, recruitment of 20 black students for '72. Besides an increase in all communications, and the addition of three student recruiters, Miss Clough reported to members of the Board of Admission on June 28, 1968, her concern that the Board search for applicants who would contribute toward a "comprehensive understanding of world problems" and toward the educational obligation of the college.

The efforts did not bring complete success. Miss Clough was frustrated with the problems of trying to locate the additional students and also, along with Mrs. Stewart Anderson, Director of the Personnel Office, with the unsuccessful attempt to hire a full-time black recruiter. One candidate for the position, whom Miss Clough accepted for the recruiting duties, decided to enter teaching at the last minute).

Frustration and dissatisfaction with the visible results, yes. Giving up the search, the goals, the ideas behind the need for change, no. Continuing — and hope, definitely.

Committee Offers Report...

(Continued from page 1)

sponsibility eventually will be the recruitment of minority groups. The person whom the College had interviewed and hoped to hire recently declined the position in favor of a teaching job near her home. If any of you know of possible candidates who may be interested in the job, Miss Clough would appreciate hearing from you.

2. ...Supplementary Education

The Committee is in the midst of discussing proposals for a program intended to help educate potentially able students who have been economically deprived and educationally disadvantaged. Having considered and rejected a number of alternate proposals, several exciting ideas and suggestions remain. The next step is to consult experienced persons outside the College in an attempt to determine which idea or combination of ideas can be worked into a program which will best utilize the facilities of the campus and the various talents of the Wellesley Community. The first "consultant", Dr. Louis Menand, who is Director of M.I.T.'s Upward Bound Program, met with members of the Committee on Thursday, August 1. We hope to be ready to announce definite program plans in the fall.

3. Head of House

The Committee is pleased to report that Miss Patricia King, a third-year Harvard Law student will be Assistant Head of House in Stone-Davis. Miss King's academic responsibilities prevent her from assuming full duties of a Head of House.

4. Waddell Fellowship Program

The Committee undertook a thorough reevaluation of the Waddell Fellowship Program, examining its history and the causes af its weaknesses. We drew up a statement of proposed modifications to the program, and presented them in a statement taken by Miss Clough to a conference of presidents of UNCF institutions gathered at Northfield. The representatives attending the conference were enthusiastic about the Program and, therefore, the Committee wishes to continue with the premise that a program for young women interested in secondary school teaching is worthwhile. A final outline for the 1969-70 Waddell Program has been agreed upon and will be presented to Academic Council in the fall. It enables a Waddell Fellow who wishes to do so to become a candidate for the MA degree at the time that she meets the requirements for candidacy in her field and upon successful completion of one year of study, ta renew her Fellowship for a second year.

5. The Martin Luther King, Jr. Memorial Fund

Additional contributions to the Martin Luther King, Jr. Memorial Fund have been received and the Fund now totals $18,691. Of special note is the fact that twa of the reunioning classes made gifts to the Fund totaling $2,500. This Committee recommends that a student-faculty committee be set-up to administer the fund income.

6. Afro-American Studies Program

In a meeting of the Academic Council in May, the faculty voted to establish an interdepartmental major in Afro-American Studies to be offered beginning with the 1968-69 academic year. Mrs. Kathryn Preyer, Associate Professor of History at Wellesley, will be director of the Program. A news release about our program was subsequently distributed by the Wellesley College Publicity Office to approximately 35 news media including Boston and suburban papers, The New York Times, Associated Press and United Press, radio and television, a list of newspapers furnished by the Bay State Banner, and Jet and Ebony magazines.

7. Faculty

Mr. Preston N. Williams has been appointed as a part-time Lecturer in the Department of Religion and Biblical Studies effective September 1968. Williams, who is a member of Phi Beta Kappa, holds degrees from Washington and Jefferson College, Johnson C. Smith University, Yale, and Harvard. Most recently he has served as Chaplain at Penn State and is currently on the faculty of the Boston University School of Theology. At Wellesley he will teach the course entitled, Race, Religion, and Social Change.

8. Headstart Program

This summer Wellesley College has been host to the sixty preschool children from Headstart's Orchard Park Day Care Center in Roxbury wha have been taking part in a program sponsored by St. Andrew's Church in Wellesley. During the six-days-a-week program, the children enjoy swimming in Lake Waban, nature walks around the campus, and playing on the swings and slides near the Page School.

MEETING TONIGHT

There will be an organizational meeting of the experimental college course on Racism in American Society at 7:30 p.m. tonight in Room f. Assignments and formats will be decided.

Student Views Reveal Commitment, Uncertainty

by Betty Demy '69

Ed. note: These interviews represent the opinions and sentiments voiced by students of all four classes from Severance Hall. About 16 students were interviewed, while several more refused to respond to questions.

Beth Pfeffer '69. "I didn't go to either one of the meetings; the first because I was not aware that it was being held and the second because from what I had heard, I agreed that what Miss McPherrin and Mrs. Melvin said was probably misinterpreted and should probably not have been said. I question, however, whether the reaction was justified and I think that the administration is getting some unjust criticism. No one knows how much effort was made by the administration to meet the Ethos proposals. We definitely need to incorporate blacks here and a real effort has to be made. The administration reolizes what the problems are and is trying to do what it can to enact change.

"I don't like the idea of compensatory education. Wellesley is constructed on a four year program and all students are equal. It would not be fair to the students coming here under those conditions."

Molly Anderson '69. "It is personal to me why Miss McPherrin said what she did. She's been here for a long time — her attitudes and what she stands for are being turned upside down. I was impressed at Senate how human this administration is.

"Wellesley definitely has a responsibility to the outside world. The attitudes here have been ivory tower and as smart individuals we tend to intellectualize things, and Wellesley perpetuates this process. You become ingrown. More and more Wellesley is realizing that education means participating outside her own world, beyond tutoring kids once a week.

"There are certain underlying attitudes that we don't realize we hold because we live with people of similar ones. We can never see certain parts of life unless we get off this campus. Some people argue that this is the time in life to educate ourselves and then go out into a larger world. I believe that it has to come together. I don't know why such emphasis is placed on daily homework and grinding out assignments. There should be much more encouragement to do things off campus apart from academics that can be considered part of education.

"It is easy to say that an institution is all wrong, but everyone connected with the institution is obligated to find out what her responsibility is."

Retha Farr '70. "I went to the rally on Tuesday and I didn't realize until then what blatant racism (as Kris Olson defined it) is going on. I couldn't believe that members of the administration were expressing such middle class prejudices and patronizing attitudes toward the blacks. As far as administrative efforts aver the summer, I think they are just throwing sops to us to keep us content for awhile.

"I think some action must be taken — not just by Ethos and a few elite groups on campus. The College should be mobilized."

Patty Beck '70. "I think the finest way to educate yourself here is the lack of things here, since it provides a challenge. You are forced to do things outside Wellesley's environment. Wellesley may not be as intellectually challenging as the Cliffe, but I'm glad it's not a far-reaching community and I hope I get out of here before it becomes a Harvard or a Radcliffe.

"Wellesley is a plastic bubble from which we can look afar at the Cambridge nucleus and decide our lives in a less tumultuous atmosphere."

Virginia Schrade '70. "I am not unsympathetic to the Ethos proposals. They have a lot of good things to say. The idealism that seems to be motivating them is good. I wouldn't want them to become overpractical. However, they aren't giving the administration enough of a chance since the administration must face all the practical problems. I think that the administration, despite varying attitudes, found that they just couldn't get everything done in such a short time. I don't know that you can say that the so-called racism of the administration affected their actions."

Betsy Patterson '70. "It's about time all this happened. Last year I thought the same thing but then all the energy disappeared over the summer. But where were the other 1600 people on this campus during the rolly at noon on Tuesday?

"It is absurd that the US is trying to bring democracy to Vietnam when an immigrant to this country has more rights in one day than the blacks who have been here for years."

Mary Ballard '71. "Education is supposed to be an opening experience, and it isn't if you're stuck in a closed environment without different cultures. Wellesley has a staid reputation and no one seems to be going out and doing something about it. Wellesley could take a little initiative, but it would be so out of character. There should be a social force and without leadership, the small active groups can't get things done. Administrations are never what you want them to be. Lots of people still think this is a finishing school."

Ramsey Ives '71. "I think it is a mistake for admissions to focus on admitting students with one special talent. We can't bring the standards down. I think you do come here to learn things of an academic nature.

"More things should be left up to the students here, but not until the quality of education is raised. We are sensible people and we shouldn't always be told what to do."

Maggie Young '71. "I think it is important that the College have diversity, that there are more experiences to get to know. It's important to stand up for what you believe but you have to get involved and act. You can't have concrete ideas about values without putting them into practice. The more opportunities you have the better-pass-fail, leaves of absence. People can get to know themselves better.

"Education is not to stretch your merit badge but your mind."

Marcia Armstrong '72. "There should be more Negroes here and if their backgrounds are poor, the College should have summer programs. There should also be recruiting done in the junior year so that the College can concentrate on individual problems then. When I got here, I was scared at first because I thought the black students had a chip on their shoulder, but they don't."

Pat Bowe '72. "It upsets me that people say 'that's the way it is here' and leave it at that. Ghetto kids don't always realize the value of education and it is the job of an institution like Wellesley to see that they do.

"It is a vital part of education to know people of different social backgrounds. People here are from the same social stratum and will leave here and go back to the same way of life. It would be so easy for me to spend four years here just coasting — it's an effort to care — it implies going and doing — but I hope I will."

Sue Harris '72. "I went to the rally and I thought two of the people spoke well. Ethos has some really valid goals but I don't like the way they go about blaming the administration. It's the fault of students too. People don't realize the pressure on the administration from faculty and the alumnae. Progress is always slow.

"It makes me mad to hear people say that they don't want to accept a diploma from Wellesley. There should be changes in the attitudes of students here."

Senior Charges College Is "Culturally Deprived"

Ed. note: The following is a copy of an application to the Structural-Revision Committee.

by Nancy Schelbner '69

Wellesley College is "culturally deprived." This institution was originally organized to meet the needs of a certain "underprivileged" portion of the population, i.e. women. Now the traditions and standards of admission and of performance which once had relevance as a demonstration of the competence of women can be seen as icing on a racist cake. Women's right to education is now accepted. In fact, we may have the capacity to develop our minds and control our environment to an extent surpassing the original intent of Mr. Durant. Although discrimination against women still exists in graduate schools and in job positions, Mr. Durant's basic objective to establish a college that would "offer to young women opportunities for education equivalent to those usually provided in colleges for young men" has been achieved. Continued emphasis of this goal is in 1968 little short of reactionary. The recognition of new challenges is essential to the integrity of Wellesley College. An institution is not socially neutral. It has investments, physical plant, employees and seeks and encourages a particular life style in its student body by its standards of admission and of performance.

Questions and Purposes

Wellesley is now part of a twentieth-century socio-economic-political complex although it has not yet begun to define itself in these terms. The pressure for a new framework of reference posing a reoriented set of questions and purposes has been increasing both visibly with Ethos' demands and with Wellesley-MIT cross-registration and invisibly as an undercurrent of dissatisfaction with the "gracious living" and homogenicity of Wellesley's student body.

Sensitizing

A community of scholars is not a retreat for antiquarians. Science, history, art literature . . . are relevant only insofar as they sensitize a person to his or her own needs and those of others. Admitting 10 or 20 "high risk" students and leaving unchanged Wellesley's basic structures and declared policies IS tokenism. What happens in the next 20 years on a national level will depend on people's ability to know what they need and want and to be able to communicate those needs and wants effectively. Knowledge of itself is unimportant. It is important that an individual who at a particular time wants to learn gets that chance in the way which develops her most fully.

Challenge

The challenge for Wellesley is to provide a relevant training ground for a wide range of students. The criteria for admission should be based on proven or potential ability to communicate with people and to deal creatively with environment whether that environment be art or music, community organizing, computers or PhD level ideas and NOT on the ability to perform on achievement exams or to reproduce teachers' notes on tests or to have been produced by a Wellesley alumna.

The emphasis has been on academic achievement as defined in high school record and evaluation by teachers with a vested interest in producing achievers. The pressure after graduation is going to be on the individual; the emphasis in admissions should be on the individual's personal quality, too.

What should be done? The head of admissions should make a blunt and very public statement that Wellesley is radically revamping its goals and admission requirements.

The question of being an alumna relative should be dropped completely.

Interviewers should understand the new framework within which Wellesley is looking for students. Anyone unable or unwilling to make the shift should leave.

Recruitment should take place in public high schools both "good" and "bad," "known" and "unknown" and in many different parts of the country.

Recruitment should take place in ethics (why not start with Boston?) with the aim of making Wellesley known and available to individuals from all backgrounds.

Change

Changes in requirements of work here should include the option of total Pass-Non-Pass. Semester or year exchange programs with other institutions or programs should be made part of the normal course of possibilities. Taking a semester off should be as simple as signing out. Independent study projects should be available to all underclassmen. Concentration after general area requirements have been fulfilled should be at the discretion of the student in consultation with her advisor and department.

Students who want to live off campus should be able to do so. Those who want to create a community on campus should be able to do so — either in regular dorms or in cooperatives.

We count on the maturity of individuals and not 19th century maternalism to make this college real.

Is a small women's college justifiable and if so, in what terms? I think Wellesley's "woods and waters" and small size of the student body relative to a really teaching as well as researching faculty are terribly important. There are no substitutes for the lake or dropping in to see a friend who is also a professor. But I can also see the need and value of making this experience available to MIT students as well. If education of the future is to be non-multiversity, it will be because individuals both men and women have discovered the advantages of small college education and commit themselves to fighting for the survival and growth of that style.

Community Development

Wellesley is in a period of tremendous potential. The summer possibilities for the campus remain relatively untapped. Upward Bound would be a step in the right direction.

What I have written here is essentially ideology or at least interpretation. I am not suggesting that it be reprinted in the catalog verbatim. But the description of "The College" given in the present catalog must have the dust blown out of it.

These are the kinds of questions I am asking. This is my framework of thought on the past, present and future of Wellesley. And before applying for this Committee I want to know what questions the Administration and Trustees are asking. If the Administration is seeking to avoid a Columbian Confrontation by establishing a do-nothing report-producing rug-around, then for foregoing does not constitute an application. If the Administration, Trustees, Faculty, and Student Body are sincerely looking with a full commitment to implementing both immediate and long-term structural revision, then I submit this application in like spirit.

AGENDA

Monday, October 14

Special Issue of NEWS.
Dinner hour discussion in dormitories
Special meeting of COWL 10:36 pm, to prepare a statement of proposals.

Tuesday, October 15

All-College Meeting at 4:15 pm in the Chapel to discuss action, and to set forth proposals that will be presented to the Board of Admission and the Board of Trustees.

Upward Bound . . .

(Continued from page 1)

The Northeast quadrant of the country, in fact, has the largest concentration of Upward Bound programs. There is also the question of the major structural change from a day program for boys on an urban campus to a residential, co-educational program on a rural campus.

"The OEO should normally make its decisions known by March," said Phibbs. "If this Upward Bound program did not receive federal funds, every possible attempt would be made to get a similar program on the Wellesley campus for next summer.

"This is in line with the guidelines set up for the May 8 Committee last spring," he added.

The history of the hope for o summer Upward Bound ot Wellesley preceded the formation of the May 8 Committee and the articulation of the Ethos demands.

Last fall, a group of students, led by Priscilla Kerbin '68, and several intcrested faculty began to investigate the possibility of having a pre-college educational program ot Wellesley for the summer of 1968.

"We were working on an ad hoc arrangement and didn't know where to turn first," explained Mrs. **Elizabeth Conant, assistant professor of biological sciences.**

"By tha time in December that we considered opplying for Upward Bound funds on or own, wa were told by spoLesmen from the New England Upward Bound program that funds were not available. We were also told that we lacked sufficient experience to mount a sucessful program by the following summar," she said.

Meanwhile, Mike Effron, assistant director of MIT's Upward Bound, has suggested that those at Wellesley interested in getting experience could also help the MIT program by running a Saturday program at Wellesley for some 15 high school boys. Starting in February, Wellesley students and faculty did provide the Saturday program of English and biology classes in the morning and recreation in the afternoon.

"Because the program was such a popular success, this year there are 30 boys coming to Wellesley every Saturday," said Mrs. Conant. "We see now the scope of our ignorance about running such programs last winter. We also feel that we are learning enough to put on — hopefully — a successful program this summer."